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ABSTRACT

Educators are encouraged in this document to practice a multi-disciplinary approach in the classroom to prepare students for new management styles in an interrelated society. The first section on perceptions covers the following: information processing (planning, implementing, assessing); the learning process (exploration, invention, application); mental operations/skills (critical thinking, decision making, problem solving); affect (attitudes, values); and critical thinking skills (program design, development, implementation and evaluation). The following sections discuss: the proactive action model (incorporating areas of critical thinking into a learning strategy); global education emphasizing interconnections among cultures, species and the planet; curriculum design/delivery as continuous, integrated and sequential; and twenty-first century global problems. Addresses of selected organizations involved in global concerns are appended. (FAC)

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PROBLEM SOLVING FOR THE TWENTY-FIRST CENTURY
Global Education Activities in the Social Studies Curriculum (K-12)

Richard Peters, Ed. D.

GLOBAL HORIZONS

MARCH 1986

SP017032

To man's future on earth; may it be
an exciting and enlightening time.

INTRODUCTION

Global education[1] provides the opportunity for the earthly salvation of the human species - during the coming century. A continuous/integrated/sequential study of the total lifespace ecosystem will enable learners to develop a conscious awareness of the need for natural/social environment cooperation in order to create living habitats in which both prosper.

In order to guarantee the existence of such cooperative living habitats, and to insure man's ability to confidently confront problems/resolve conflicts, today's learners must be exposed to and involved with cognitive/affective/motor skill-oriented activities; learning situations which allow for the acquisition and application of concepts/content/skills and values vis-a-vis conflict resolution scenarios - real and contrived.

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1 the study of natural and social environments; their character and origins/interrelationships/interdependence.

PERCEPTIONS

Social studies instruction and learning is a thinking process.

There is an urgent need for educators to prepare the next generation to cope with the opportunities and challenges of new management styles. Educators should encourage multi-disciplinary thought in the classroom, and learning should encompass the breadth of knowledge required to manage the next generation's affairs on our interrelated planet. To preserve and enhance the quality of the human (social) environment comes down to how much effort educators will make to practice a multi-disciplinary approach in the classroom. One area that has great potential for strengthening the integrative aspects of education is geography. (Thacher)[1]

Dewey believed that the best way to get ready for tomorrow, or next year, is to get all there is out of today and this year. The child is learning by his experience(s) all the time. The process called instruction of learning is one of participation on the part of the child. The essence of education is the continual reforming and reshaping of activities. Knowledge should be something more than the mere accumulation of facts and laws. Knowledge should be operative in character

and conduct. The only freedom that is of enduring importance is freedom of intelligence; freedom of observation and of judgment exercised on behalf of purposes that are intrinsically worthwhile. [2]

Although many social studies teachers believe that they teach critical thinking, in most instances what they do does not actually provide instruction at all. Many teachers put students into situations where they are simply told to think critically without substantial guidance as to how to go about it, or students are expected to answer structured hierarchies of teacher - or text-asked questions. Learning how to think is not an automatic by-product of studying certain subjects, of assimilating the products of someone else's thinking, or of simply being asked to think about some subject or topic. If students are to become proficient in critical thinking (and problem solving), social studies teachers must use more direct instructional methods; the attitude, skill and knowledge components of critical thinking must be established as explicit goals of instruction. (Beyer) [3]

Precise processing is seen as the key attribute of higher-order thinking. The implication for teaching analytical reasoning in school is that course material

can be used in its natural form; no need to rearrange or restructure academic topics to exercise specific reasoning skills. (Bloom and Broder, Huxley) [4]

Critical thinking requires that learners ask WHAT questions, COMPREHENSION questions, and ANALYSIS questions. Information processing involves:

> Planning. Students evaluate the appropriateness of questions asked re: the topic (issue/problem) being investigated. They create an inductive questioning strategy.
>
> Implementing. Students gather and process data in response to the question(s) generated.
>
> Assessing. Students judge the appropriateness of questions generated and assess conclusions derived from study.
>
> (Hunkins) [5]

The development of critical thinking requires that the curriculum specify when to begin teaching various skills as well as when and how to review, reinforce, and enrich these skills. Cognitive-process approaches to learning assume that thinking ability depends on certain fundamental processes such as:

comparing, ordering, classifying, inferring, and predicting. Instructional strategies in programs that emphasize basic cognitive processes typically involve exercising these processes in a variety of contexts. The Heuristic (strategy) approach to problem solving , on the other hand, emphasizes: 1) representing the problem with a graph or diagram, 2) restating or reformulating the problem, 3) breaking the problem into parts, and 4) thinking of a known problem that is similar to, but simpler than, the one being solved. The Learning Cycle approach to instruction distinguishes three phases of the learning process: <u>exploration</u>, <u>invention</u>, and <u>application</u>. Thinking is a totally knowledge-dependent activity; to think, one must think about something. The more one knows, the more effective one's thinking is likely to be. Much knowledge does not guarantee effective thinking, but lack of knowledge surely prohibits it. Knowledge and thinking ability are interdependent and mutually reinforcing. A framework for learning critical thinking abilities emphasizes:

> <u>Learning</u>. The processing of information to acquire or develop knowledge, skills or feelings.

Knowledge. The information that a person acquires from experiences and from processing information.

Mental Operations/Skills. The mental skills that a person uses in processing new information or experiences.

Critical Thinking: skills used to determine the authenticity, accuracy, and worth of information and knowledge claims. To develop these skills, one uses a variety of basic, integrated school skills, as well as concepts.

Decision Making: the process of using values and criteria in solving problems that require action.

Problem Solving: the process of using a variety of subjects and basic skills to determine a solution to a question that has alternative answers.

Affect. The feeling that a person develops from experience(s).

Attitudes: emotions a person attaches to objects, situations and concepts as a result of a number of similar experiences. Attitudes influence how a person behaves or acts.

Values: those objects, behaviors, and concepts that are important to people. Values are strong emotions which tend to determine a person's decisions and actions.

(Munro) [6]

A unit on cause-effect in history might be very powerful not only in guiding analytical discriminations but also in stimulating active learning of history. (Whimbey) [7]

To facilitate generalization and transfer of knowledge (from one situation to another), skills need to be applied and practiced - with instructional guidance in a variety of settings and with a variety of data and media. Teachers can improve student learning of critical thinking skills by organizing instruction in each skill ... in terms of a five-stage framework.

> The instructor introduces, presents, and demonstrates the components of a skill in step-by-step detail.
>
> The instructor provides guided, instructive practice for learners - each with explicit reference to the skill components as originally introduced and each using data and media identical in form and type of content to those used when the skill was introduced.
>
> Students can be given opportunities to practice skills by picking out examples of a specific skill-in-use by focusing on knowledge products of the use of that skill rather than on the nature of the skill itself.

> Individual skills can be reviewed and broadened in terms of their components or application to media or data that differ from those used when the skill was introduced.
>
> Additional opportunities to apply the skill - with appropriate instructional feedback - should be provided until the students can initiate and employ the skill and evaluate their use of it.
>
> (Beyer) [8]

Students in grades 7-9 are given opportunities to apply their understanding and to develop their creative and critical reasoning abilities through the use of subject related or content related simulations, debates, case studies, and problem solving activities. Students also receive instruction and practice in developing inductive and deductive reasoning skills, divergent and lateral thinking skills, memorization and problem-solving techniques, and study skills. Using simulation activities, students:

> identify problems;
> generate alternatives;
> discover possible positive/negative/ interesting consequences for each alternative;
> make decisions;
> support decisions with data;
> evaluate decisions based on established criteria or on personal values. (Baldwin) [9]

When implementing a critical thinking skills program in the K-12 social studies curriculum, one must think vertically; from the top of the sequence to the bottom, and must consider the teaching methodology/approach rather than just the curriculum content. The process of curriculum change to incorporate critical thinking skills can be broken into three distinct stages:

program design;

program development;

program implementation.

(NOTE: This writer would dare to add another stage to the list: program evaluation.)

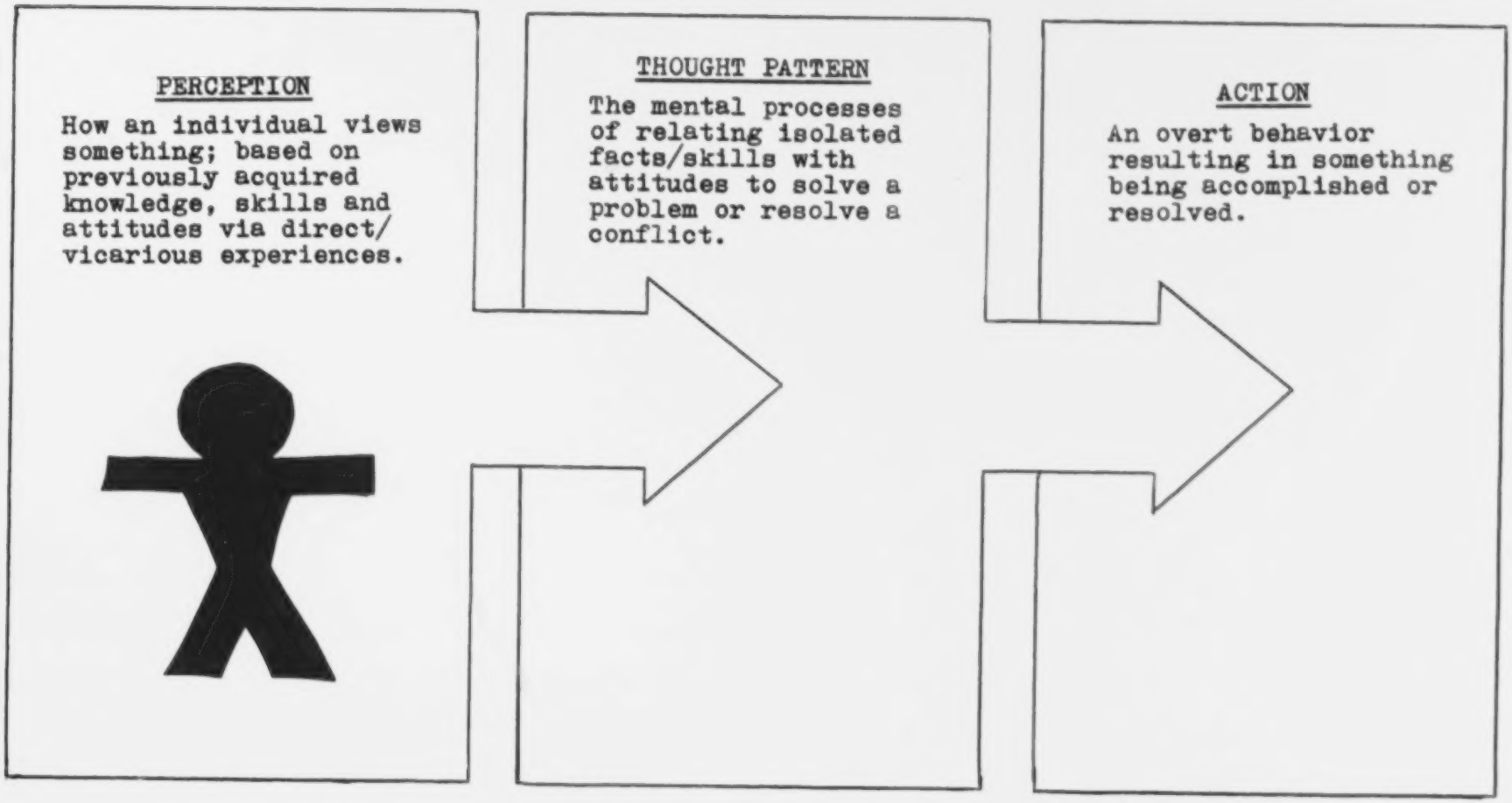
Incorporating critical thinking skills into the curriculum means a focus on methodology in addition to content. (Batcheller) [10]

PROACTIVE ACTION MODEL: Critical Thinking/Decision Making Processing for Problem Solving Goals Attainment

Informed/skilled social studies students cannot be passive learners; they must be actively/directly involved in the acquisition/application/enrichment/refinement of subject-matter related concepts/content knowledge/skills.

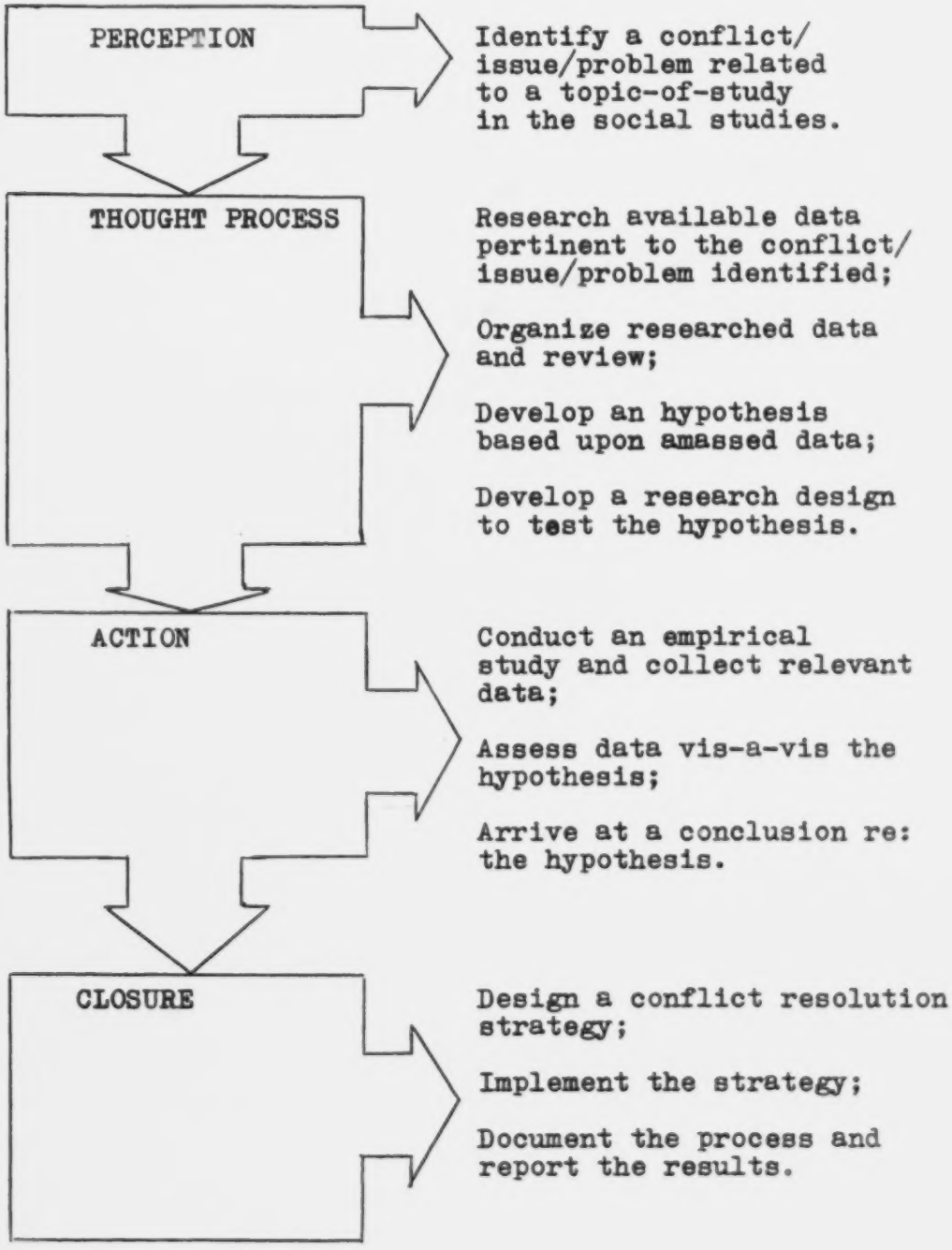
In more-modern times, since Dewey's University of Chicago lectures on a philosophy of education (1899), social studies educators have advocated activity-oriented programs of instruction. Programs which bring elements of the real world society into the classroom; activities such as field trips and walk-throughs which take students into the milieu of the lifespace environment; instructional strategies which equip students with the skills of inquiring social scientists, e.g., anthropologists, archaeologists, economists, political scientists, and sociologists; and experiences which allow students/learners to inquire, think, research, draw conclusions, and act.

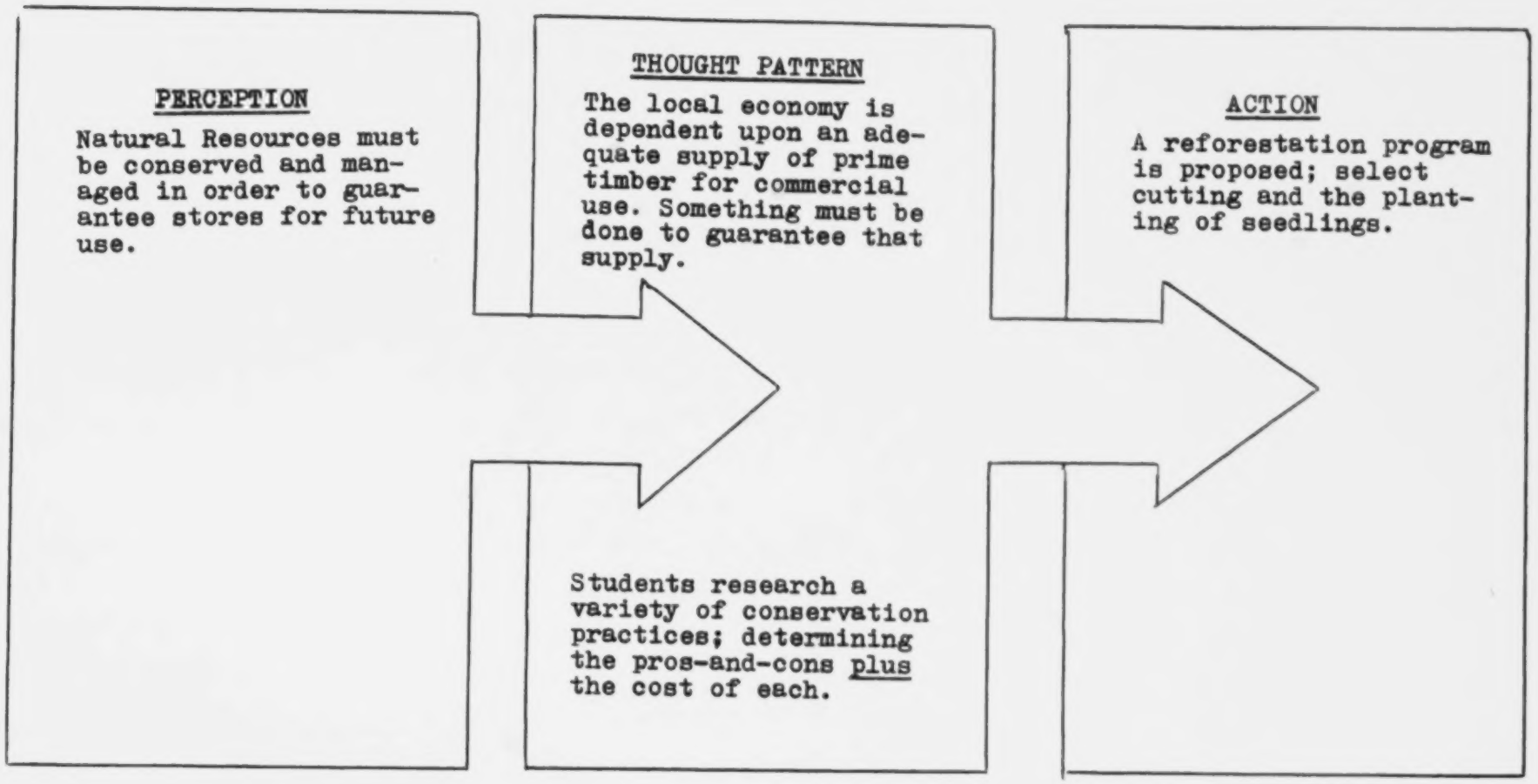
As stated by Munro (page 3), the social studies curriculum must specify when and how learned skills are to be reinforced and enriched. The PROACTIVE ACTION MODEL (PAM) incorporates critical thinking/decision making/ problem solving into an instructional/learning strategy which directly involves students in real life/hypothetical conflict resolution scenarios. Personal attitudes and values are brought to bear on decisions made.


PERCEPTION
How an individual views something; based on previously acquired knowledge, skills and attitudes via direct/ vicarious experiences.
THOUGHT PATTERN
The mental processes of relating isolated facts/skills with attitudes to solve a problem or resolve a conflict.
ACTION
An overt behavior resulting in something being accomplished or resolved.

PROACTIVE ACTION MODEL

Using a modified version of the scientific method of inquiry/research, students:


PERCEPTION
Identify a conflict/ issue/problem related to a topic-of-study in the social studies.
THOUGHT PROCESS
Research available data pertinent to the conflict/ issue/problem identified;
Organize researched data and review;
Develop an hypothesis based upon amassed data;
Develop a research design to test the hypothesis.
ACTION
Conduct an empirical study and collect relevant data;
Assess data vis-a-vis the hypothesis;
Arrive at a conclusion re: the hypothesis.
CLOSURE
Design a conflict resolution strategy;
Implement the strategy;
Document the process and report the results.


PERCEPTION
Natural Resources must be conserved and managed in order to guarantee stores for future use.
THOUGHT PATTERN
The local economy is dependent upon an adequate supply of prime timber for commercial use. Something must be done to guarantee that supply.
ACTION
A reforestation program is proposed; select cutting and the planting of seedlings.
Students research a variety of conservation practices; determining the pros-and-cons plus the cost of each.

PROACTIVE ACTION MODEL

Earlier in this discourse (page 1), reference was made to Thacher's statement that to preserve and enhance the quality of the human (social) environment comes down to how much effort educators will make to practice a multi-disciplinary approach in the classroom.

Due to its nature and construct, the social studies domain is, in fact, a multi-disciplinary process of inquiry. [11] Teachers need inservice training to develop their abilities to fuse the several disciplines-of-knowledge into a holistic study of natural environment/social environment/human being interactions and interdependence; past, present, and future.

To create a truly multi-disciplinary approach to the process of inquiry, e.g., fusing concepts/content knowledge/skills from art, English, mathematics, science, and the social studies, there is a need for teachers/department chairmen/curriculum coordinators/subject matter supervisors to participate in a dialogue to determine:

> the critical elements or properties from each subject necessary to create a multi-disciplinary study;

elements or properties
common to two-or-more
of the several subjects,
as well as those unique
to a specific subject;

how the several elements
or properties will be
ordered to create a fused
study of selected topics;

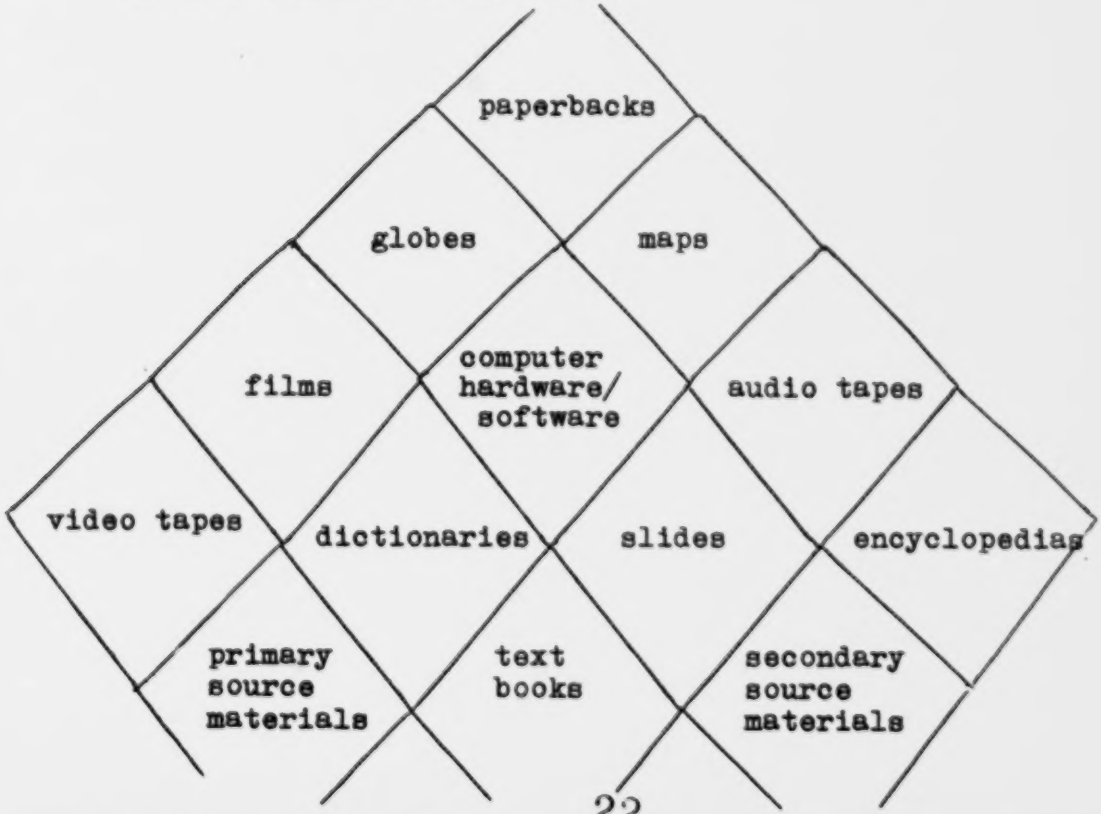
which instructional materials/
strategies from each of the
several subject matter areas
of the curriculum will be
used ... how and when;

the most-appropriate assess-
ment device(s) and format(s)
from the several subject matter
disciplines to use.

In order to create a climate for dialogue conducive to the creation of multi-disciplinary studies, teachers from the several specialized disciplines must come to understand something about the character, organization, and goals/objectives of each discipline ... and perceive its relationship to their own subject of instruction.

In order for students to inquire, think critically, and solve problems - in addition to being versed in concepts and content knowledge, they must be skilled in the use of instructional devices/tools. Like knowledge, devices/tools in isolation have little, if any, pedagogical purpose. Only when devices/tools are fused with concepts/knowledge/skills ... and applied to real life/hypothetical scenarios do they serve any constructive and meaningful purpose.

Writing in 1981, this author discussed the honeycomb-like structural relationships among the several properties of social studies education; namely, concepts/content knowledge/skills and instructional devices/tools.[12]



It, therefore, becomes important that students not only acquire concepts/knowledge/skills related to social studies subject matter - but they must also learn how to research/discover and apply that which they have learned. Application requires, in part, an understanding/mastery of instructional devices/tools. Concepts/knowledge/skills/devices and tools are interwoven into the fabric called teaching/learning.

GLOBAL EDUCATION

The day-to-day lives of average citizens, as well as the destinies of nations, are being influenced by our growing international, cross-cultural links. Human life has been globalized to the point where we must alter the ways we have commonly viewed ourselves and others. Globalization has progressed to the point where each of us is constantly touched by interactions within the global system. Global education refers to efforts to cultivate in young people a perspective of the world which emphasizes the interconnections among cultures, species, and the planet. A global perspective should permeate the total spectrum of social studies goals, offerings, materials, and instructional strategies.[13]

The Eco/Social Studies[14] approach to global education and related culture studies is based on student inquiry/research re: diverse environmental characteristics, social institutions, social traits, values.

As the individual physically develops and matures intellectually/socially, his/her lifespace may change dramatically - at any given point-in-time.

That lifespace may exist within the confines of one's native culture or may be part of a diverse global culture. In the latter situation, the individual must know how to adapt to natural and social environments.

The SAGE matrix[15] is used by inquiring students for cross-culture studies re: behavior(s), communication, customs, dress/food/shelter, geography/topography, institutions, social roles/status, technology/tools, and values. This instructional strategy enhances the critical thinking/decision making abilities of students by directly involving them with:

primary/secondary source research;

data collection/review;

generating conclusions;

reporting.

CURRICULUM DESIGN/DELIVERY

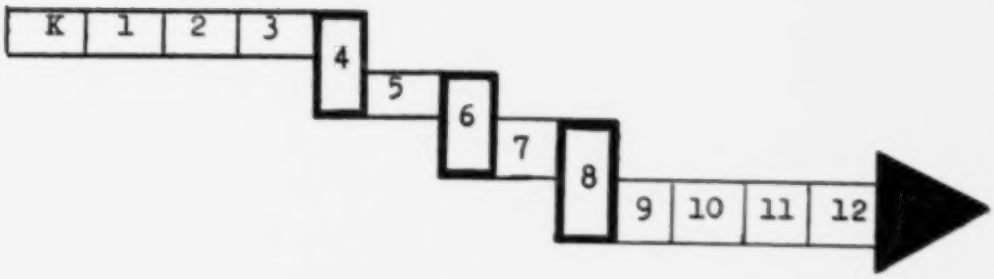
A global perspective should permeate the total spectrum of social studies goals, offerings, materials, and instructional strategies. (NCSS, 1981)

A continuous (K-12), integrated (the several social studies disciplines), and sequential (step-by-step) curriculum design provides students with:

an initial introduction to concepts/content knowledge/ skills suited to levels of maturation;

on-going application/refinement/ reinforcement of acquired concepts/ content knowledge/skills;

direct/vicarious involvement with new and increasingly more-complex critical thinking/ decision making/problem solving situations - real and contrived.



Within the parameters of a continuous/ integrated/sequential social studies curriculum, global education and related culture studies concepts/content knowledge/skills can be presented, to students, in a variety of formats.

Incorporated into social studies content areas, e.g., economics-geography-history-political science-sociology, as a reoccurring element of instruction.

A separate course-of-study, e.g., Man and His World, People In Their Environments, The World Today, Today and Tomorrow.

Specialized lessons or integrated (multi-lesson) units for several grades organized on a thematic scheme.

Classroom and/or field-based instruction.

Direct and/or vicarious exposure to natural and social environmental phenomena.

SAMPLE ACTIVITIES

NATURAL ENVIRONMENTS

Life Space

Topography

To acquaint students with the topographical characteristics of selected regions of the global environment, and how natural environment conditions effect human cultural development.

Using audiovisual materials, e.g., films, filmstrips, slides, and video tapes, students are introduced to the topography of selected global regions. Comparisons are made with the diverse natural environments of the United States.

Students investigate land use planning/land use practices in the local community as well as in selected global regions. HOW IS THE LAND USED? HOW ARE NATURAL RESOURCES MANAGED/USED? ETC.

Students investigate how terrain, climate, vegetation, and natural resources influence human cultural development and lifestyles.

Students make tabletop models of selected topographical regions to depict land use practices.

Students investigate the influence of terrain on the types/styles of human shelter, clothing, diets, social organization, etc.

Using atlases, globes, and maps - students locate the global regions studied/compared.

Guest speakers from diverse natural/social environments discuss the influence of topography on human cultural development/life styles.

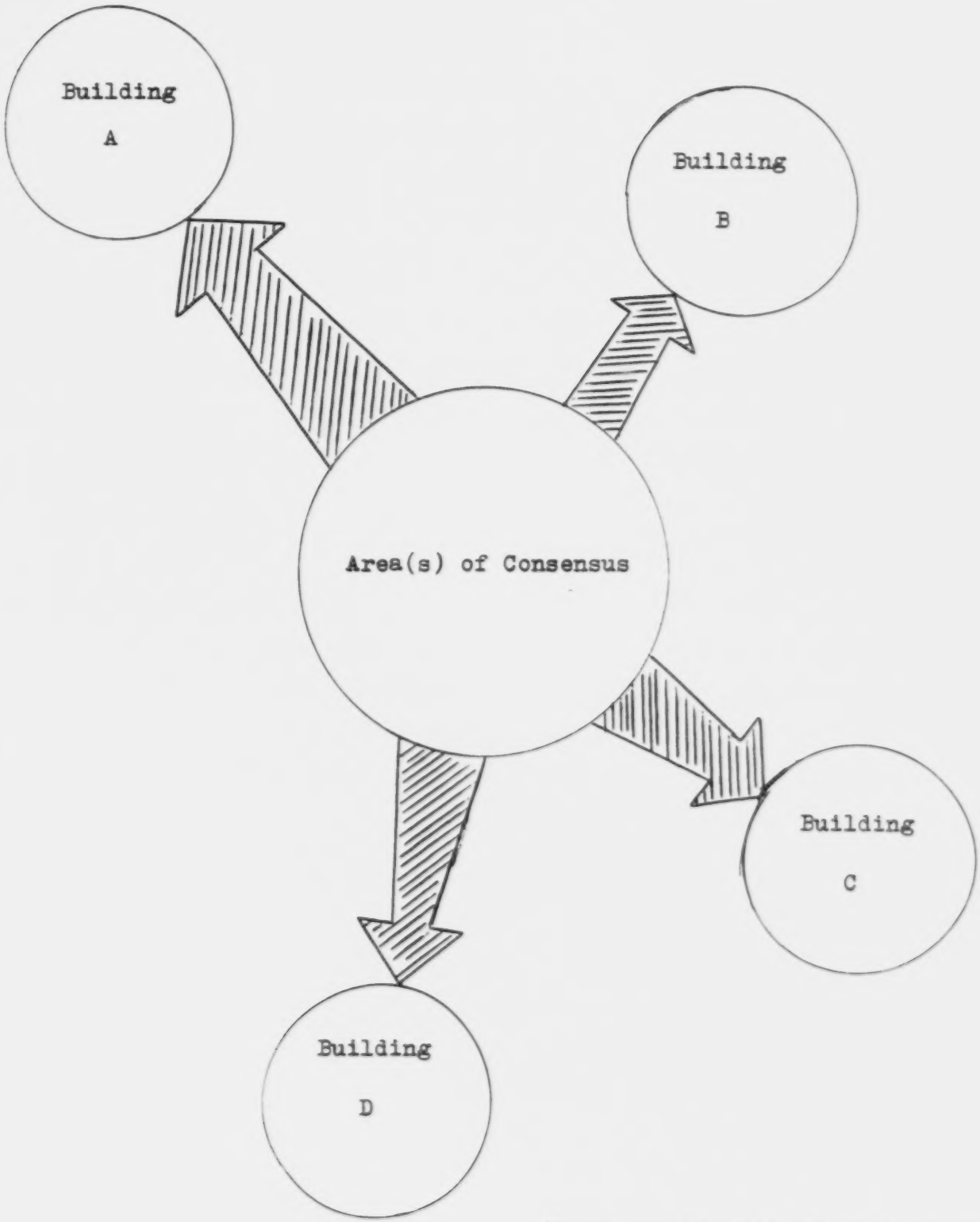
Students develop reports re: topographical effects on cultural diffusion, trade, industrial development, economic growth, social relationships, etc.

Given the size of the K-12 student population and physical structure (e.g., number of elementary/secondary schools, milage distances between schools to be travelled by curriculum coordinators and subject matter supervisors, teacher/support staff population, curriculum committees/advisory groups) of a school system, social studies curriculum organization and instruction can follow one of two distinct formats.

> EXPLOSIVE MODEL. In this decentralized approach, each school within the system is allowed to develop its own unique instructional program. The area(s) of consensus; the stated K-12 instructional sequence, provides only a jumping-off point for building-by-building program development/implementation. Building staffs are empowered to select out of the grand design (the area-of-consensus) that which is of their liking; other critical concepts/content knowledge/skills/instructional materials and pedagogical strategies to be ignored. Not all students in the several schools - in the same grade - receive the same instruction or acquire the same knowledge/skills.

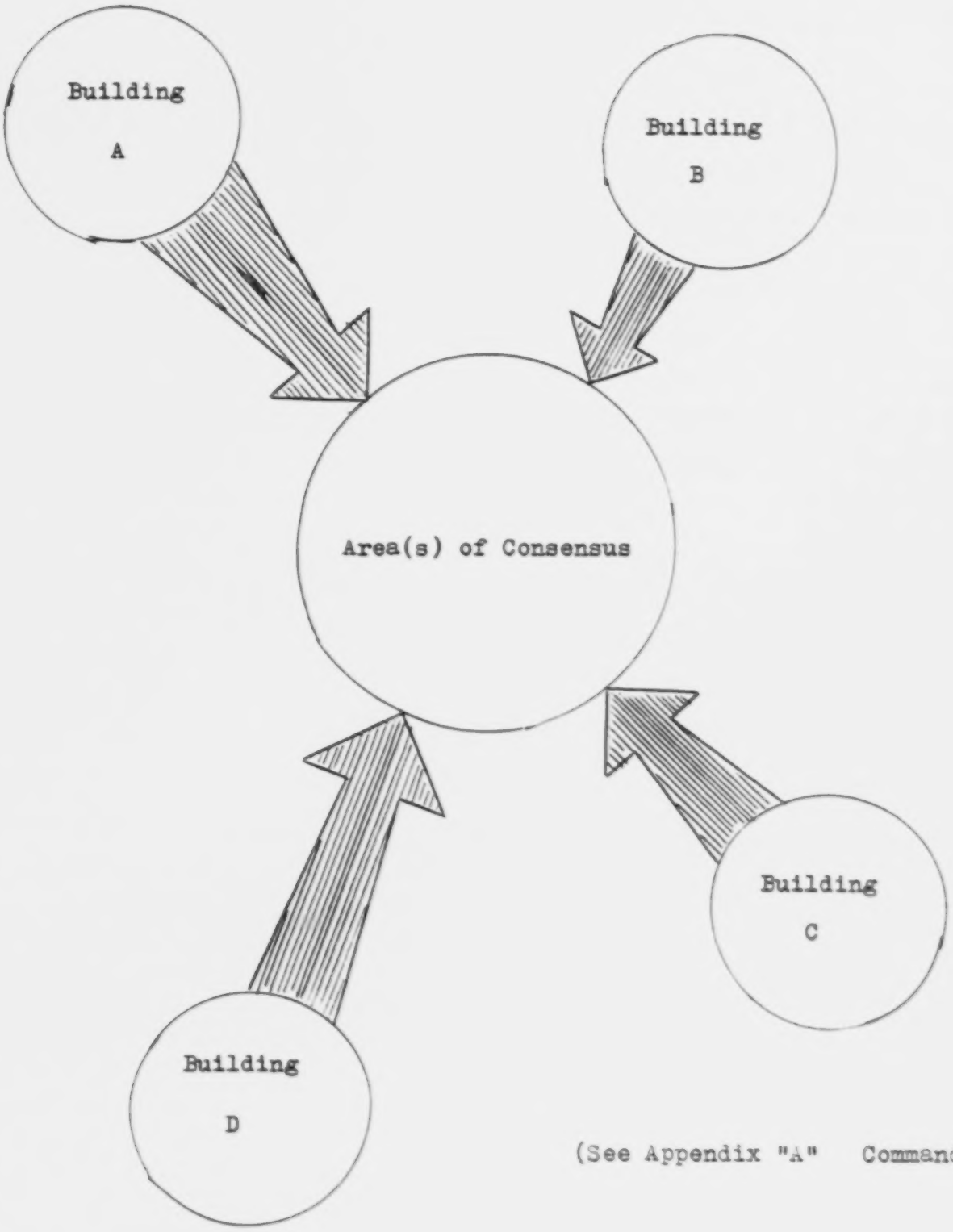
IMPLOSIVE MODEL. In this centralized approach, every school within the system adheres to the prescribed instructional program. The area(s) of consensus; the stated K-12 instructional sequence, provides the nucleus for building-by-building program development/ implementation. Building staffs are required to present all the prescribed materials to students; basic concepts/ content knowledge/skills/instructional materials and pedagogical strategies. All students in the several schools - in the same grade - receive the same instruction and acquire the same knowledge/ skills.

EXPLOSIVE MODEL: Movement away from area(s) of consensus



(See Appendix "A" CommandAgement)

IMPLOSIVE MODEL: Movement toward area(s) of consensus



(See Appendix "A" CommandAgement)

TWENTY-FIRST CENTURY GLOBAL PROBLEMS

In its Global 2000 Report to the President, the Council On Environmental Quality painted a bleak picture of man's future on earth, unless something is done to prepare today's youths to resolve potential conflicts - on a global scale.

According to the report, IF present trends continue the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

1. Rapid growth in world population will hardly have altered by 2000. The world's population will grow from 4 billion in 1975 to 6.35 billion in 2000. Ninety percent (90%) of this growth will occur in the poorest countries.

2. The world's finite fuel resources will pose difficult economic and environmental problems, and they vary greatly in their amenability to exploitation and use.

3. Regional water shortages will become more severe, and serious deterioration of

agricultural soils will occur worldwide due to erosion, loss of organic matter, desertification, alkalinization, and waterlogging.

4. On the average, world food production is projected to increase more rapidly than world population. Per capita consumption in the industrialized nations will rise but in the less-developed countries rising food output will barely keep ahead of population growth.

5. Air quality is likely to worsen as increased amounts of fossil fuels, especially coal, are burned. Another environmental problem is the increasing concentration of carbon dioxide in the earth's atmosphere.

6. The world faces an urgent problem of loss of plant and animal genetic resources. Between half-a-million and two million species could be extinguished by 2000; mainly because of loss of wild habitat and pollution.

The Council concludes its report with the view that unless nations collectively and individually take bold and imaginative steps toward improved social and economic conditions, reduced fertility, better management of resources, and protection of the environment, the world must expect a troubled entry into the twenty-first century. (1980)

It would seem from these comments that the agenda for public school education in the United States, and other nations, has been established by human conditions and practices of the past! It would seem important that today's school-age children and young adolescents be skilled in critical thinking, decision making, and problem solving so that they might willingly confront and resolve conflicts ... with poise and confidence.

For example, one persistent problem facing mankind is global hunger. Is the band-aid style of WE ARE THE WORLD aid to Africa sufficient to cope with such a monumental problem? ... or is something less theatrical, but more fundamental, needed?

The world food problem will be basically one of disparity of food production and food availability between the developing and developed nations.

> In those parts of the world where two-thirds of the people live, average per capita diets are far from adequate and population is growing at an unprecidented rate.
>
> Hunger and malnutrition, along with the population explosion, are symptoms of lagging economic development in Africa, Asia, and Latin America.

In the December 1985 issue of Ecoforum (Environment Liaison Center, Nairobi, Kenya), reference is made to several steps which can be taken to promote better crop production and to affect increased yields.

> Some efforts have been made to train the farmers to cultivate permanent lands. The efforts have not succeeded because the thin soil is not suitable for long-term farming.

1. Teach farmers means of increasing fertility through planting self-fertilizing plants/ through the use of organic fertilizer.

2. Introduce biological means of pest control through diversification of crops.

3. Ensure a clear division between village lands and farm lands.

4. Provide education and support to help the people face modernization.

5. Assist farmers in marketing their produces so they do not feel compelled to migrate toward centers of population.

Decisions must be made, and plans-of-action developed re: new strains of high-yield crops suited to diverse global environments, family planning programs, technical training of native populations, international financial assistance programs, international markets for surplus food sale - during high yield seasons.

YESTERDAY, Africa-Asia-Latin America seemed very distant and unknown; TODAY, they seem closer at hand and events in those parts of the global environment are part of our daily lives; TOMORROW, they will inexplicably be an influence on our economic well-being, foreign policy, relationships with the global community, national security, and future industrial development/competition in the global market place.

The world will not go away by merely burying our collective head-in-the-sands. It is out there, waiting for us! We, as a society of the future, can choose to ignore it - or join it ... for the betterment of all humankind.

As students progress through the several grades, and are directly involved with the social

studies curriculum, there is a need to:

introduce them to basic concepts/ content knowledge/skills re: critical thinking, decision making, and problem solving;

provide on-going activities which enable students to apply, refine, and reinforce critical thinking/ problem solving skills;

expose students to real life global problems (such as hunger and malnutrition) using references such as the Global 2000 Report, Ecoforum, and Popline;

expose students to diverse cultures: have them understand differing social customs, institutions, and values.

Only by understanding YESTERDAY and being aware TODAY ... can we be properly prepared for TOMORROW.

END NOTES

1 Peter S. Thacher, "Learning to Cope with Multi-Dimensional Problems," Social Education, March 1985 pgs 207-210.

2 John Dewey. Lectures in the Philosophy of Education: 1899 (New York: Random House, 1966)

3 Barry K. Beyer, "Teaching Critical Thinking: A Direct Approach," Social Education, April 1985 pgs 297-303.

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T. H. Huxley, "The Method of Scientific Investigation," Darwinana (New York: Appleton, 1904)

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6 George Munro, "The Know-How of Teaching Critical Thinking," Social Education, April 1985 pgs 284-292.

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8 Beyer, Social Education, April 1985 pgs 297-303.

9 Dorothy Baldwin, "The Thinking Strand in Social Studies," **Educational Leadership**, September 1984 pgs 79-80.

10 Michael F. Batcheller, "Implementing A Critical Thinking Skills Program in the Social Studies Curriculum K-12," **Social Education**, April 1985 pg 308.

11 Anthropology, Economics, Geography, History, Political Science, Sociology, and Psychology

12 CURRICULUM MODELS, STAFF DEVELOPMENT MODELS, AND MORE MODELS: STRATEGIES TO IMPROVE ACCOUNTABILITY IN THE INSTRUCTIONAL PROCESS AND TO BETTER MANAGE AMERICA'S PUBLIC EDUCATION SYSTEM
ED 199 836

APPLICATION OF THE CELLULAR LEARNING THEORY MODEL TO THE PROFESSIONAL EDUCATION OF PRESERVICE TEACHER TRAINEES AND THE INSERVICE TRAINING OF CLASSROOM TEACHERS AND SUPERVISORS
ED 200 533

13 **Statement on Global Education**. National Council for the Social Studies (1981)

14

Research into the interrelationships and interdependence between the natural ecology/humans and their social environments.

15

Student Awareness of Global Environments (SAGE)

CULTURE TRAITS

DIVERSE CULTURES	1	2	3	4	5	6	7	8	9
A									
B									
C									
D									

Appendix "A"

Whenever a school system plans for curriculum change, there is a need for the presence of a leadership quality referred to, herein, as CommandAgement.

In the lexicon of administration/supervision, a skillful blending of command abilities (for decision making and plan implementation) and management skills (for working with others to achieve stated group goals).

Depending upon the scope of curriculum change in a given system, change agents such as department chairmen, curriculum coordinators, subject matter supervisors, building level/system-wide administrators must be equipped with the abilities and skills to lead others toward goal accomplishment ... while allowing others to have input into the on-going processes of change and assessment.

There are times when change agents must assert themselves and lead others in predetermined directions (command), and there are times when change agents wish to utilize the skills of others in order to achieve consensus and organizational support, but there is never a time when change agents are not in command ... and are not managing the actions and behaviors of others.

HUMANS & ENVIRONMENT
LEARNING PROGRAM
(HELP)

In 1981, a collaborative was formed for the development/delivery/evaluation of instructional programs and knowledge/skills development models in global education; Kindergarten - Grade Twelve.

In conjunction with curriculum development, GLOBAL HORIZONS is also a clearinghouse for the dissemination of literature in the field. In addition to publishing a periodic newsletter, GlobeScope, several original works have been published in national/international periodicals and by the Educational Resources Information Center (ERIC).

A series of "how to do it" and informational workshops for teacher inservice training have been designed and presented on local/regional/national levels for staff development committees and organizational meetings such as the annual NorthEast Regional Social Studies Conference and the annual convention of the National Council for the Social Studies.

Future plans call for the development of a summer travel program to selected Third and Fourth World nations, the creation of a speakers bureau, and the development of audiovisual materials for instructional use in schools.

HELP

Humans and Environment Learning Program

A K-12 instructional strategy designed to be infused into existing social studies curricula with an emphasis on:

CONTENT ENRICHMENT by adding global education lessons and units to on-going instructional programs;

INSTRUCTIONAL PROCESS MODIFICATION through the development/application/ refinement/reinforcement of critical thinking and decision making skills.

HELP emphasizes visual awareness and exposure to diverse global environments and habitats; natural and social in nature, at all grade levels.

HELP attempts to vicariously create the sights and sounds of diverse lifespace environments for students.

GlobeScope

VOLUME III Number 2

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GLOBAL HORIZONS: The Center for Applied Eco/Social Studies

"Developing the Concept of Cooperative Living Habitats"

As defined in "Developing the Concept of Cooperative Living Habitats: Understanding India", The Social Studies Teacher ... January 1983, a cooperative living habitat is any given environmental setting in which humans and nature coexist and prosper.

To ignore the well-being of both natural and social environments means that humans will not only destroy the natural surroundings but, in the process, themselves as well.

Worldwide, it is critical that humans develop action programs which result in global efforts to create cooperative living habitats.

According to the GLOBAL 2000 REPORT TO THE PRESIDENT (1980), if present trends continue, the world in 2000 will be more crowded, more polluted, less stable ecologically, and more vulnerable to disruption than the world we live in now.

If present human practices and trends continue regarding the use and misuse of Planet Earth, serious stresses on our global ecosystem most definitely will occur.

Environmental problems do not stop at national boundries. Technological advances, increased trade, tourism, cultural

exchange, environmental concerns, competition for markets and scarce resources, and the continuing arms race are drawing nations and peoples into increasingly complex relationships.

Traditional views of the world as being made up of separate nations is being replaced with a focus on the role of the individual in a world system. This emerging global perspective has been defined as a self-conscious awareness of one's involvement in the world society and as a set of attitudinal/social skills which enable the individual to take effective and responsible action.

There is no escaping the fact that the world is currently undergoing an environmental crisis on two interrelated planes: human environmental and natural environmental phenomena. Because this crisis is global in nature and scope, there is an urgent need for international cooperation in order to solve problems which effect humans and all of nature.

Through systematic study of global environmental problems, students can develop an awareness of human/nature relationships. What is right? What is wrong? What can be done to solve problems?

GlobeScope reserves the right to edit manuscripts submitted for publication.

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SELECTED ORGANIZATIONS

CENTER FOR INTERNATIONAL COOPERATION
National College of Education
2840 Sheridan Road
Evanston, IL 60201

CENTER FOR PUBLIC EDUCATION IN INTERNATIONAL AFFAIRS
University of Southern California
VKC 330
University Park
Los Angeles, CA 90089-0043

CENTER FOR WORLD STUDIES
Eisenhower College of Rochester Institute of Technology
Seneca Falls, NY 13148

ECOLOGY ACTION EDUCATION INSTITUTE
Box 3895
Modesto, CA 95352

FRIENDS OF THE EARTH
30 East 42nd Street
New York, NY 10017

GLOBAL EDUCATION OUTREACH LTD.
2000 M Street, NW
Suite 590
Washington, DC 20036

GLOBAL FUTURES NETWORK
260 Fifth Avenue
New York, NY 10001

GLOBAL INTERDEPENDENCE PLANNING INSTITUTE
5918 Tujunga Avenue
North Hollywood, CA 91601

GLOBAL PERSPECTIVES IN EDUCATION, INC.
218 East 18th Street
New York, NY 10003

GLOBAL STUDIES INSTITUTE
Lincoln-Filene Center
Tufts University
Medford, MA 02155

INSTITUTE FOR ENVIRONMENTAL EDUCATION
2785 Som Center Road
Chagrin Falls, OH 44022

INSTITUTE OF INTERNATIONAL EDUCATION
809 United Nations Plaza
New York, NY 10017

INTERNATIONAL STUDIES ASSOCIATION
University of Nebraska - Lincoln
Lincoln, NE 68588

LISLE CENTER FOR INTERCULTURAL STUDIES
Rockland Community College
Suffern, NY 10901

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
3501 Newark Street, NW
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PLANNED PARENTHOOD AND WORLD POPULATION
810 Seventh Avenue
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RESOURCES FOR THE FUTURE, INC.
1755 Massachusetts Avenue, NW
Washington, DC 20036

THE POPULATION REFERENCE BUREAU, INC.
1337 Connecticut Avenue, NW
Washington, DC 20036

THE RENE DUBOS CENTER FOR HUMAN DEVELOPMENT
200 49th Street
Bronx, NY 10471

WORLD FUTURE SOCIETY
4916 St. Elmo Avenue
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WORLDWATCH INSTITUTE
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